

The Church School Teacher

me XXIII

September 1954

Number 7

"I CAME THAT THEY MAY
HAVE LIFE"



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THE CHURCH SCHOOL TEACHER

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COVER: *The 1954 Parish
Education Month Poster*

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Just a Few Words

By the EDITOR

[HAVE just finished my first two months teaching in our Primary Department. It was time, we thought, that I practice what I preach. The Primary Dept. had room for more teachers; I had a work schedule which gave me weekends at home. So the deal was made.

Up to the Neck

It is being one of the most delightful experiences I have had. Not that I haven't taught Sunday school before. But like most men I hadn't ventured below the Juniors. Now I am up to my neck with children at the age described as the most restless period of life. With that description I can heartily agree. Pity me if I hadn't known it. I might have tried to force the children to sit in their chairs and be "reverent," not knowing that in my attempt I was thwarting God's processes. I might have been the teacher about whom the six year old complained: "Teacher wants me to sit still but God tells me to wiggle."

I am glad my Church has a sound course of study, too, which takes into consideration the way God has provided for the growth of persons, and does not write all its Church School instruction for confirmation-age level. This summer our Primary Dept. teachers met each week to study together and to work out co-ordinated plans for our teaching. That was possible because THE CHRISTIAN GROWTH SERIES is so well suited to age-level teaching. After the experience of the last two months I can agree fully with the director of education in an Episcopal church in St. Paul, Minn., who said, "We selected CHRISTIAN GROWTH SERIES because it is the easiest material for the inexperienced teacher to use."

Takes Time

She did not mean it takes no *time* to prepare. That I know. It has taken me at least eight hours in preparation for each week's lesson. But those hours have been

rich in blessing for me. I feel sorry for the teacher who misses the spiritual growth which comes from sound preparation. That it is tragic for the pupils goes without saying.

Teachers will welcome this September issue. It has the quarterly "helps" articles. Get your dept. teachers together for a pre-quarter session. Start preparing now for October.

P. E. Month

Parish Education Month is September. Have you asked your pastor and your Sunday school superintendent if all is in readiness for the month? Here are items to include in your check list:

—Have strategic spots been selected for the posters? Your pastor and superintendent have received posters from the Board of Parish Education.

—Have the four P. E. month tracts and the Recognition Folder been purchased from the Augustana Book Concern? Your pastor and S. S. superintendent have received samples and a handy order card. Enough tracts should be ordered for distribution to the entire congregation; enough Recognition Folders to distribute to the teachers—at a special installation Service some Sunday morning during September.

—Have you made all preparations for *rally day*?—for *promotion day*?

Resources

More and more helps are being produced for the Sunday school teacher. Audio-Visuals are coming so fast it takes a special department to keep abreast. The Board of Parish Education of the United Lutheran Church has such a department and is graciously sharing its quarterly correlated lists with us. The first starts next month.

The W.M.S.—Board of P.E., 1954-1955 "Missionary Sunday" packets are just off the press, too. Read Carol Widen's article about them. Order your copies from the W.M.S. offices in Chicago.

Picture Sets Ready

The C H R I S T I A N GROWTH SERIES Picture Sets are now complete. All Beginners and Primary Depts. should have several sets. Order from the Augustana Book Concern.

Teacher-training sound filmstrips are being widely used. Many churches have purchased them. Some districts have them for the availability of their local congregations. They can also be rented from the Audio-Visual Service, 2445 Park Ave., Minneapolis 4,

Minn. For information about them write the *Audio Visual Service*. Ask about the *LEAV Kit* and *Teaching the Bible Series*.

Are you letting your congrega-

tion know it has a Church School? Some members act like they don't know. Perhaps if they knew they would offer to enlist in a teacher training course. Do you have one?

The New Sunday School Papers

'I SO MOVE . . .'

With those familiar words . . . spoken by a member of the Augustana Book Concern Literature Committee . . . our three Sunday school papers got "a shot in the arm."

To really get a picture of the new monickers . . . take a peek at the outside back page of this magazine. We think you'll agree that the new papers have eye and sound appeal to spare. And we hope the youngsters will say they blow the top right off the popularity poll! Sounds as if we don't possess an ounce of modesty, doesn't it?

'Til 8 STORIES

Beginning October 3, beginner and primary teachers will be handing the little tots a brand new story paper. It will be larger . . . giving space for better illustrated poetry and stories . . . puzzles . . . and make-it-projects that will often correlate with lessons. And another color will be added—making it gay and appealing to the 'til little tots.

Junior LIFE

Life is fast unfolding its mysteries to junior-age youngsters. *OLIVE LEAF's* popularity will spill right over into this paper. Stories will sometimes be centered around junior-level problems . . . sometimes based on Bible stories . . . nature and science articles, the popular fun page with a fresh new heading . . . and devotions correlated with Christian Growth lesson materials.

Invite your juniors to send interesting letters to the Pen Pals column. Jokes and puzzles from juniors are always welcome. Just like you and I do—juniors love to see their names in print.

TEEN TALK

Life is really worth living well. We know it—but we have to keep our teen-agers convinced. What better way—than through a popular, chummy-sounding paper? Surveys indicate that *early* teenagers spend more time reading than they ever again will in their lives. So it's a mighty important time to be

giving them reading material that is meaningful, entertaining and helpful. They need to be assured that the church understands them and that it has a message for their everyday lives.

TEEN TALK will feature fiction . . . science and nature articles under the theme "The Wonders of God's World." There will be a teen-age counselling column . . . devotions that challenge . . . news from around the world . . . a fun page.

We're dreaming of a *LETTER* column. From time to time the editor will call for letters on various subjects. Encourage your teen-agers to express themselves in this way. When you discuss teen-age problems in class, appoint someone to send in the problem to our teen problems counsellor. And we covet interesting letters for the Pen Pals column.

We'd like to hear from you about unusual events involving teen-agers in your church . . . group or individual activities. We'd welcome a personal account of the accomplishments of an interesting teen-ager you know.

Last—but not least

"Last—but not least" is not another paper. But it's an appeal for suggestions from you who know prospective writers in our Church. We send Christian Growth lesson series to quite a few authors. From the lessons, they glean ideas for stories, puzzles and poems which supplement the lessons and make them more effective. We'll be happy to get in touch with prospective writers you suggest to us.

If you find time to write us your comments about the three age-level papers—we'll be glad to hear from you. Brickbats are just as welcome as bouquets!

COURTEOUS WAY TO HANDLE CRITICS

The art of controlling inwardly the effect which rebuke has upon us is wonderfully illustrated in the life of Epicetus. A gossip hurried to tell him one day that another had spoken ill of him. The wise philosopher made no defense, but cheerily commented, "The man did not know the rest of my faults, or he would not have mentioned only these."

—DR. J. RICHARD SNEED

Have You Heard?

By CAROL WIDEN

*Secretary of Missionary Education,
Women's Missionary Society*

IT'S here! It's new! It's for you!

We're talking about the three bulging 1954-55 children's "Missionary Sunday" packets, prepared jointly by the Board of Parish Education and the Women's Missionary Society:

"God's Children Everywhere, Series II," a picture-story set for Beginners and Primary children, by Aloyse D. Johnson.

"Christian Growth Through Sharing, Junior II," by Gertrude Hill.

"Christian Growth Through Sharing, Intermediate II," by Elaine Lestor.

Crammed with up-to-date study and worship materials visualizing the Augustana Church at work in Africa, Formosa, Hong Kong, India, Japan, Latin America and North America, these packets contain several new and exciting features this year which, we believe, teachers and children's leaders will welcome.

News Features

First among these features is that the Junior and Intermediate materials have been published in separate packets. No longer will

teachers and leaders of these two departments need to "double up" on one set of supplementary materials when planning their "Missionary Sunday" studies. Too, teachers who need missionary studies for only one of these age groups can now order them without also receiving and paying for studies for which they have no use.

Picture Set

Secondly, a set of six large, clear glossy prints (size 9"x12"), obtained from various Augustana mission fields, are included in both Junior and Intermediate packets. As last year, the Beginners and Primary packet contains twelve such pictures. In all three packets the pictures illustrate specific stories and lessons in the mission studies, but are usable again and again as visual aids with other lessons. Also they can be used as interest-creating displays on bulletin boards, and when the year's study is over, they will make a worth-while addition to the church school's picture file.

Valuable Resource Materials

A third special feature of this year's "Missionary Sunday" pack-

ets is the wealth of valuable resource materials which have been selected for use with the study books. A sampling of what you will find in the Junior and Intermediate packets is:

"Interesting Missionary Facts," a supplementary booklet.

Large outline map of the world.

Outline map of the United States showing regional areas of our American missions.

Copy of the pictorial and fact-filled "Advance for Christ" issue of the *Lutheran Companion*.

Biographical sketches of missionaries supported by the Children's Division of the W.M.S.

Besides these resources, fresh, new promotional leaflets and supplementary materials have been prepared. These include two perennial musts for children: a colorful Children's Missionary Society button and a World Friendship Offering box, both of which appear in new designs and colors.

New Format

The new format of the three study books is another exciting feature about the 1954-1955 "Missionary Sunday" packets. Deviating farthest from the "usual thing" is the Beginners and Primary packet, "God's Children Everywhere, Series II." Instead of a booklet

type format, the twelve stories in this picture-story set have been printed on a single sheet of paper, making it possible for the stories to be cut out and pasted to the back side of its corresponding picture. The "Teacher's Guide," containing suggestions for integrating the stories with the lessons of the CHRISTIAN GROWTH SERIES (for the benefit of the church schools that use this series) has been printed instead of mimeographed this year. It wears a bright picture cover.

The new look about the Junior and Intermediate books is created by their larger size, 8½"x11". They also have attractive picture covers in color and are printed on punched paper so that any section or page may be removed and used separately.

New Treatment in Contents

While the general contents of the "Missionary Sunday" study books remain the same as last year, the subject matter and arrangement of the Junior and Intermediate books have been given a new treatment which, it is believed, will make them easier to teach and to integrate more naturally into the Sunday School lessons. On the request of many teachers and leaders this year, all material used in the missionary worship services is printed in one

section. Thus, in Section II will be found twelve worship services, each suggesting hymns, Scripture, prayers, and presenting a mission study in the form of a skit, story, panel, interview or informal conversation.

Integration with CHRISTIAN GROWTH SERIES

The last special feature to be mentioned now about the 1954-1955 packets is one of the most important when considered in the light of the growing conviction of Christian leaders that "missions today is something that we must all do, all the time, everywhere."* It is a feature found in all three books, that is, the inclusion of suggestions for integrating these mission studies with the lessons in the CHRISTIAN GROWTH SERIES. The simple, natural plan of integration that has been worked out, it is hoped, may be used also as a pattern for integrating mission studies with any lesson material.

More for Less

In spite of the fact that more and better resource materials and helps are to be found in the 1954-1955 packets than have ever gone into these packets before, the price has been dropped to make these excellent materials available to every church school that desires them and in the quantities needed. The packets "*Christian Growth Through Sharing, Junior II*" and "*Christian Growth Through Sharing, Intermediate II*" are priced at 65 cents each. Additional copies of the study books are 30 cents each.

The Picture-Story set "*God's Children Everywhere, Series II*" is priced at \$1.00. Additional copies of the "*Teacher's Guide*" for integrating the studies with the CHRISTIAN GROWTH SERIES are 15 cents each.

* Herman Morse, in *Outreach Magazine*

** Please order by complete title from the Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Ill.

*Helps for Teachers of Beginners**Christian Growth Series, Beginners II, First Quarter*

By RUTH SWANSON

The first quarter in a brand new church school year—and what a quarter it is! Each unit has something exciting for our beginners. First, there will be a new teacher and for some a new department with a new kind of material, then Thanksgiving and lastly, Christmas.

Such a program surely offers all of us a challenge for the next thirteen weeks. May we be enthusiastic with our youngsters and plan a quarter full of interesting activities.

The Teacher's Guide section, "Can I Improve My Work?" gives an outline for our consideration, including thoughts about the material, the children and the session program or procedures.

The Materials

A quick look at the quarter as a whole gives us an over all view of the work planned for us. Each of the lessons in the first unit, "Bible Stories About God's Friends," presents a story of an Old Testament character. In this respect, it is unique. There are only two other units in the com-

plete cycle of beginners materials which have their Biblical basis *entirely* in the Old Testament. Both of the others—one in each course—are studies of the creation, as told in Genesis. During this unit we will be emphasizing such characteristics as sharing, kindness, helpfulness and reliability. It is very fitting that such an emphasis should be the basis of our work during the first unit of the church school year.

Chronology in Bible lessons is not important, for the beginners. Therefore, much of the material is arranged to have seasonal interest. The second unit, "Thanking God for Friendly Helpers" is arranged as a Thanksgiving unit. It is designed to help the children see how much we owe the people who work for us each day and lead them to thank God for those people.

Our purpose in the study of the last unit, "Bible Stories for Christmas" is to show the events preceding, attending and following Jesus' birth as part of God's plan of salvation.

The Children

Undoubtedly, all the children in our departments will have had previous Sunday School experience. However, some will come from the nursery department, others were with us last year. For each there will be new experiences, different adults with whom to become acquainted, new materials and different methods. Each one is an individualist, but each has possibilities for Christian growth. It will be a weekly challenge to us to organize this varied group into a happy unit so we and the pupils may together grow in fellowship with God.

In order that we will be able to do this effectively, we must *know* our children. Pages 8 and 9 in the Teacher's Guide for Beginners I, first quarter have a comprehensive analysis of the characteristics of beginners. But we can not fully understand or appreciate the youngsters until we know their parents. Some churches have organized a PTA and have enjoyed the fellowship of their meetings. If such a meeting were held at the close of each quarter, we would be able to arrange an interesting, helpful program around a preview of the work the children will be doing during the next quarter. Following this, a schedule of visits for parents, one or two at a time, would show them our department

at work. They would better understand what "goes on in Sunday School" and closer home-church co-operation would be the result.

Procedures

Just a few general suggestions before we preview each unit.

Again this year a set of pictures, stories and suggestions has been prepared to help us correlate missionary emphasis with our lessons. This material is available from the Women's Missionary Society headquarters, 3939 Pine Grove Ave., Chicago.

Did you notice the suggestion in the Teacher's Guide for a "picture hunt"? Begin now to work on such a file. You will find it will be helpful in your preparation and teaching all during the year. Speaking of pictures, the Christian Growth Series set and the accompanying guide prepared for use with Beginners II is still available from Augustana Book Concern. These pictures, in addition to the Beginners I set, produced last year, will give us access to thirty-six large pictures usable for teaching and for the worship center.

Unit A

We will find it easier to stress Bible teachings with beginners if we build on the fact that they are Jesus' teachings. Old Testament truths in this unit have usually

been related to New Testament thoughts in the section of the leaflet, entitled "The Bible for Children."

Using "The Sermon on the Mount" as the unit worship center picture and relating our discussions to it will also help in bringing these thoughts to the children's activities.

The song, "Jesus, Friend of Little Children" fits into the unit theme quite naturally, and might be used as the children's prayer throughout the unit.

A class project could revolve around making a booklet entitled **GOD'S FRIENDS**, with "chapters" carrying the theme of each lesson, viz., "play well together," "are good neighbors," "are helpful," "are kind to one another" and "love one another." The children can readily complete it with illustrative magazine pictures and then dedicate a one-line story for each page. The complete story book could be part of a sharing activity with an absent member.

Even though they *will* share, the 4's and 5's still like something which "is mine." A booklet, **BIBLE VERSES FOR GOD'S FRIENDS**, in which to place each Sunday's Bible verse, will satisfy this desire.

The percentage of retention is the greatest when we put our

learnings into action, as in dramatizations. The stories in this unit lend themselves well to this type of teaching. A minimum of equipment will be necessary. Youngsters have great powers of imagination and they will love it! The best part of it is—they will always remember the lesson truths taught.

Unit B

Along with our emphasis of thankfulness in Unit B, let us also use this opportunity to teach sharing. We need to evaluate, adapt and make use of the excellent sharing activities the Teacher's Guide suggests.

There will be much interest in the activity of building a **THANK GOD FOR . . .** poster as described on page 41. It will be a summary-review of the unit and the youngsters will enjoy seeing it "grow" as they give their suggestions.

A Thanksgiving gift of Sallman's "Head of Christ" would serve to introduce Unit C and be a transition from one unit to another. Unit B has provided opportunities "to show gratitude to the Saviour" and Unit C will acquaint the children with "events preceding, attending and following Jesus' birth."

In Canada this activity would only introduce Unit C since Unit B will be used earlier in the fall to

correspond with Thanksgiving festivities there.

Unit C

In order to give our classes the complete story of events following Jesus' birth we will need to include the story of the presentation in the temple. In this series of lessons it should follow Lesson 12. The story is found in Luke 2:22-39, and we can use picture 5 of the Beginners II, Christian Growth Series set.

An accumulative project, such as setting up a manger scene, will provide an interesting pre-session activity—stimulating review of previous lessons and motivating interest in the day's lesson. It also encourages pupil participation.

The Perennials

What about the perennial question: are we taking too much teaching time to prepare our part of the Christmas program? Here's a thought! We can build a de-

partment program around the series of Christmas pictures in the Christian Growth Series sets. Weave into it the songs and verses taught during this unit and no regular class time will need to be used for practice.

May we suggest again that we take only a minimum amount of time from our teaching to make gifts for our parents. Pre-session rather than class time should be used for such a project. More individual help can be given the children as they come, a few at a time, than in the group as a whole and time will not be taken from the class session.

In Conclusion

Let us resolve at the outset of this new church school year to prepare our lessons so thoroughly that each will be a learning experience in which pupil and teacher will grow in their fellowship with God, Christian faith and Christian living.

Helps for Primary Teachers

Christian Growth Series, Primary II, First Quarter

By ERNESTINE SANDEN

Unit A—EVERYDAY LIFE
OF BIBLE PEOPLE — Lesson 1-8

I—Bible Story Suggestions

The following suggestions may be used with the lesson of this unit to help illustrate the life of Bible people:

Lesson 1. The Spies, adapted from Numbers 13:17-27 and Deuteronomy 8:7-10.

Lesson 2. Moses Preparing the Children of Israel for Life in the Promised Land, adapted from Deuteronomy 6:1-25.

Lesson 3. The Story of Ruth Gleaning in the Fields of Boaz. Pick this from the Book of Ruth.

Lesson 4. The Parable of the Laborers, Matthew 20:1-16.

Lesson 5. The Good Samaritan, Luke 10:33-37.

Lessons 6 and 7. Use the story from Luke 2:40-52 of Jesus Going to the Temple at the Age of Twelve. In Lesson 6 emphasize the festival and the journey. In Lesson 7 pay

special attention to His experiences in the Temple.

Lesson 8. Review the Bible stories used in the first seven lessons.

In adapting these Bible stories to the Primary level we suggest that the teacher consult one of the good Bible story books such as "Marian's Big Book of Bible Stories" by Marian Schoolland.

II—Suggested Materials

Books:

"A Picture Book of Palestine" by Ethel Smither

"Living in Jesus' Day" by Minor and Bryant

"How Bible Children Lived"—a coloring book by Vera Kennedy Gohman

"Children in the Bible"—a coloring book by Cecile Lamb

The coloring books are recommended for their value in pictures for the children to refer to. We *do not recommend* that class time be spent on coloring books. One of these to a teacher will be sufficient.

Pictures:

1. Christian Growth Series Set, Primary II.
2. Biblical Picture Charts, Old and New Testament Sets (large).

We recommend that the pictures in these charts be cut out and mounted on heavy cardboard for use in several departments of the church school on the same Sunday.

3. Standard Bible Art Pictures—The Life of Christ. 10"x12" in full color, 25 pictures about \$2.00.

Several of these can be used to show the modes of life in Bible times, even though they depict certain events in the life of Christ. Good for use on the worship center and bulletin board.

4. Standard Bible Art Pack-
et, Series 1—When Jesus Lived.

This is a set of twelve small pictures showing life in Bible times. They are in full color and each has a descriptive story on the back. Good for class use. Each teacher should have a set for this unit. About 35 cents.

III—Activities Suggested

1. A built-up class poster of the land of the Bible.

The materials needed for this activity are: a large piece of wrapping paper, a supply of manilla paper, crayons, scissors and paste. The children will supply the artistic talent.

Lesson by lesson suggestions follow:

Lesson 1. The Land of Canaan. Illustrate the landscape and vegetation by coloring the hills, valleys, and streams on a large sheet of wrapping paper. See Deut. 8:7-10. Make the various kinds of trees on separate pieces of paper, but cut them out and paste them on the poster after the landscape is finished. Do likewise with the vines and fields. The pictures and books suggested will help with this. Every pupil should be busy with some part of this work and it will not take long to finish it.

Lesson 2. The Village and the Home. Small Palestinian houses can be drawn by the children, cut out, and placed in a village arrangement on the poster. Various objects used about the home can be made and pasted on the poster too. The pictures and books

suggested will be a help to the children in this work.

Lesson 3. The Daily Work of the Men. Scenes of the various occupations can be made, cut out, and pasted on the poster. The set of pictures, "When Jesus Lived" and the coloring book "How Bible Children Lived" would help here.

Lesson 4. The Market place. The various merchants can be drawn, colored, cut out and pasted near the village on the poster. Guide this so there will be a variety of merchants.

Lesson 5. Traveling in Bible Times. Let the children make illustrative drawings of walking, riding donkey back, and riding in a camel caravan for the poster. Keep these unmounted until Lesson 7.

Lesson 6. The Festival of Thanksgiving. Let the children make small leaf houses for the houses already on the poster. Paste them on the housetops.

Lesson 7. Let each child make a picture of the temple from the description in the leaflet. Place the best one on the poster and arrange the traveling figures made in lesson 5 to form a

procession on its way to the Temple.

Thanksgiving

2. A Thanksgiving Service to close the unit.

This unit of lessons leads very beautifully up to Thanksgiving. The Teacher's Guide suggests quite an elaborate festival patterned after the Hebrew Festival of Thanksgiving. Since many departments will find that suggestion impossible to carry out, we are making the following idea available for use in Lesson 8. It, too, comes from the material studied in the unit and can be planned in Lesson 7. We suggest that mimeographed copies be made so that every child can follow. The parents could be invited to this service.

Our Thanksgiving Service

Bringing Gifts of Thanksgiving:

Soft music will be played as you come to place your gift of food in the basket and take your place with your class.

Song: "Come, Ye Thankful People, Come!" (Put all the first stanza on the children's copies.)

Leader: Psalm 107:1 O give thanks unto the Lord, for he is good; For his loving kindness endureth forever.

All: Psalm 118:19 Open to me the gates of righteousness; I will go into them, and I will praise the Lord.

Prayer (by the leader) Psalm 67
Thanksgiving Bible verses

Class 1: Psalm 89:1 I will sing of the mercies of the Lord forever.

Class 2: Psalm 122:1 I was glad when they said unto me, Let us go into the house of the Lord.

Class 3: Psalm 92:1 It is a good thing to give thanks unto the Lord.

Class 4: Psalm 95:6 O come, let us worship and bow down; Let us kneel before the Lord our Maker.

Class 5: Psalm 107:31 Oh that men would praise the Lord for His goodness,
And for his wonderful works to the children of men!
(Add as many Bible verses as are needed to have one for each class in the department.)

Song: "Can a Little Child Like Me" (Put the words on the child's copy)

Offering and Dedication Prayer

Song: "Now Thank We All Our God" (Put words to first stanza on copies)

The Blessing: Psalm 121:8 (by the leader)

The Lord will keep thy going out and thy coming in
From this time forth and forevermore. Amen.

Song: Amen Amen Amen

Unit B—SOME THINGS WE
KNOW ABOUT GOD Lesson 9-13

I—*Suggested Materials*

Books:

- "Tell Me About Jesus"—
Mary Alice Jones
- "The Christmas Promise"—
I. B. Stolee
- "The Song the Shepherds
Heard"—Entwistle
- "The Star of the King"—
Entwistle

Pictures:

1. Christian Growth Series Set, Beginner I, II and Primary I, and III
2. Biblical Picture Chart—
New Testament (large)
3. Standard Bible Art Pictures—Life of Christ
4. Small pictures for class discussion and bulletin board use. These can be found on religious calendars and left-over Beginner and Primary leaflets.

Flannelgraph or creche

It would be well to build up a flannelgraph or creche of the Christmas story during these lessons.

II—*Activities Suggested*

1. Prepare a booklet for each child by stapling six sheets of blank manilla paper together. The following are suggestions for lesson by lesson work on this booklet:

Lesson 9: Give each child the following directions for making the cover. This booklet will make a lovely gift for your mother and father at Christmas. Plan a beautiful cover. Give the booklet a short name like "Jesus." Write this on the inside cover: "To Mother and Daddy at Christmas, 1954," and sign your name."

Lesson 10: Directions for page 2:

"The Bible verse for this lesson tells why God promised to send Jesus. Long before Jesus came God told men and women about His coming. They knew that He would be born in Bethlehem. God sent an angel to tell Mary that Jesus was coming. God told Joseph in a dream how to

care for Jesus. Make this page tell the story of God's promises. Use Bible verse and give the page a good name like 'God Promised Jesus' "

Lesson 11. Directions for page 3:

"The angel told the shepherds that God had come to earth through Jesus. Jesus showed that He was God by the things that He did. Can you name some of them? Make this page tell the story that "God Came to Earth Through Jesus." Use the Bible verse and give the page a good name."

Lesson 12. Directions for page 4:

"How did God guide the Wisemen to Jesus? Show it in a picture on this page. Where were the Wisemen guided? Show this in your picture, too. What did the Wisemen do when they found Jesus? Draw this in your picture. How is God guiding you to Jesus? Draw a picture about it on the back of this page. Use the Bible verse and give the page a good name like 'God Guided the Wisemen.' "

2. Prepare the department's Christmas service and use it as the worship for each lesson in this unit.

Some schools have separate departmental services, while others are combined into an all-school service. Whatever the practice, the primary department teachers will find it well to prepare a Christmas worship in which the Bible passages, songs, and prayers found in the lessons of this unit are used. Prepare this before the beginning of the unit and use it each Sunday as a departmental worship. Make large manuscript charts of the Bible passages, songs and an outline of the worship as

planned. Lead the department through this worship in Lesson 9 so they will all understand the service. Copies of the memory work each child is to do including the Scripture for choral reading and the songs should be sent home this first Sunday of the unit. A note asking parent co-operation should accompany it. With the use of this planned worship each Sunday the Christmas service can be ready with very little special rehearsing and no loss of class study time.

Note: All the purchasable materials mentioned in this article are available at Augustana Book Concern.

DON'T SHRINK IN LIFE'S WASH

Facing the future a person comes to another conclusion, namely, that "one has to be strong to go through life's wash and come out without shrinking." Humanity is not yet a mutual admiration society, and in many places a person will need to be strong enough to go it alone.

DR. J. RICHARD SNEED

Helps for Teachers of Juniors

Christian Growth Series, Junior I, First Quarter

By HILVIE MAE OLSON

Soon a new church school year will begin. Many pupils will have new teachers and many teachers will have new pupils. The fourth graders will be newcomers in the Junior Department while the fifth and sixth graders will be used to the Study Books and the procedures for juniors. For all juniors, the course of study will be centered around the adventures of the "*Conquerors, Settlers, and Kings*" of Canaan as recorded in the books of the Old Testament called the "Former Prophets."

The fifth and sixth graders Testament last fall in the quarter studied the first section of the Old titled "*Patriarchs and Leaders*." Many of them helped make accordian books or friezes or simple time-lines or other projects to show the chronological sequence of the Old Testament characters studied. If these "productions" are accessible now, they can motivate an excellent review and introduction to the new quarter. Fifth or sixth graders could show the new fourth graders their last year's project

and thereby help them, too, to see where "*Conquerors, Settlers, and Kings*" fits into the Old Testament story.

Joshua was introduced in the last lesson of last fall's quarter. He's the chief character of this quarter's first lesson.

A natural ongoing project for this entire quarter will be the second installment of the Old Testament Story production. If, for example, your group made an accordian book last year, they can make a similar one this year and call it "Volume II" along with another title. It will feature the chief characters of each of the first eleven lessons in the fall quarter.

To really feel at home in this Old Testament study, the teacher will need to thoroughly study the Bible background herself. Cooper's "*The Story of the Old Testament*" and Alleman's "*The Old Testament—A Study*" of the Leadership Education Series, are excellent resources—along with the Bible reading itself.

These children's books can help both the teacher and the pupils

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learn to know the conquerors, settlers, and kings of Canaan better:

Browne, *The Graphic Bible*

Faris, *Old Testament Stories*

Jones, *Bible Stories*

Smart, *A Promise to Keep*

Vos, *The Child's Story Bible*

(All books listed are available from Augustana Book Concern, Rock Island, Illinois.)

Of course, the best resources for teaching this section of the Bible to juniors are the Teacher's Guides and Study Books themselves. This material is set up according to units which aim to nurture the Christian growth of the children while they learn the chronological story.

Unit A

Unit A is titled "Conquerors of Canaan." Aiming to familiarize us with the characters Joshua, Deborah and Barak, Gideon, Jephthah, and Samson, it further aims to guide the juniors to realize that God needs conquerors today to overcome the hardships and evils in the world. Throughout the unit, the teacher should also aim to help each junior find some way to be a conqueror for God.

Teachers should vary their methods of presenting these Bible characters. The Study Book gives much material in story form, with some Bible reading and memory work to help bring out the appli-

cation to life. For variation, Bible story books may be read. In addition, the colored filmstrip, "Gideon," by Churchcraft, could be used as part of lesson 3. (It, as well as other filmstrips mentioned, is available for purchase from Audio-Visual Service, 2445 Park Avenue, Minneapolis 4.)

Activities

Since we have a two-fold aim (content and application), we likewise should have two types of activities to accomplish both aims. One may serve to fix in the minds of juniors the historical narrative of the entire quarter and the other may make the application to life. To retell this story, one committee may make an illustrated story book with either Bible pictures or free-hand art work. The simplified story can be written to tell what happened. Maps copied or enlarged from pages 80 to 83 of the Study Book may be placed at proper places in the book. Important Bible passages, often the memory work, may be quoted at suitable places.

Another committee of juniors may accomplish the same aim by making accordion books or friezes. They will use many of the same ideas as the book committee employs, but their work will be more visual. Their finished project can be displayed on the wall or on a

table or on the floor, and will be viewed from a distance, while the class story book must be read as any other book.

Still another committee may chart the travels and events of the conquerors, settlers, and kings, on one or more maps. The maps on pages 80 to 83 of the Study Book may be enlarged on wrapping paper or oaktag or flannel, and labels or illustrations can be added as events are studied. Browne's book, *The Graphic Bible*, is a good reference book for map work.

Scrap Book

The activity for making application to life is the "Conqueror's Scrap Book." It is described in the Teacher's Guide. Juniors will collect and create poems, prayers, songs, stories, etc., on the theme of being "conquerors for God." Conquerors for God overcome temptations to cheat, to tell lies, to break laws, and to damage property. They practice good health rules to help conquer sickness. Your pupils can think of many other ways.

Worship may be planned by a committee or by the entire class under the teacher's guidance. There are suggestions for worship on pages 63 and 64 of the Teacher's Guide. The Children's Missionary Society of the Augustana Lutheran Church correlates their

missionary education material with the Christian Growth Series. "Christian Growth Through Sharing—Junior II," available from the Women's Missionary Society, 3939 Pine Grove Avenue Chicago 13, Illinois, gives guidance for planning one missionary worship each unit—centered about the unit's aim.

From Picture Set

The picture of the Risen Christ, number 13 of the picture set which accompanies Primary III of the Christian Growth Series, could be placed on the worship center table during this entire quarter. It is Christ who forgives our sins and gives us power to live courageously in obedience to God.

A helpful picture for introducing Unit A is Primary II-1 (Report of the spies). Primary II-4 (Festival song of the Israelites) pictures a possible setting for the Hebrew song of courage, the memory work for lessons 2 and 3. (These picture sets can be purchased from the Augustana Book Concern. Perhaps you can borrow certain pictures from the Beginner and Primary Departments of your church school.)

Unit B

Unit B is titled "Family Life in Canaan." Based on Ruth and the first seven chapters of 1 Samuel

aims to guide the juniors; as they learn about Ruth, the sons of Eli, and Samuel; to realize the importance of family life to the individual, the community, and the church. Each teacher will also help each individual junior to find ways to contribute to the happiness and value of his own family life.

In addition to the on-going projects of presenting the continued story of the Israelites, the suggested applicational activity for the unit is making the Family Worship Book. It is suggested in the Teacher's Guide, and a continuation is suggested for the remainder of the quarter.

S. S. Paper

In addition to the suggestions given, today's junior will also have access to the column "This Week Your Home Devotions" in *Junior Life*. Each junior may clip and paste that column in his own Family Worship Book after he has read the paper. He may read the passages listed in the weekly article for his own daily Bible reading, and select a favorite one to copy in his book. Along with it the junior may write a short worship thought or a poem or a hymn and a prayer.

But many prepared juniors may not have the opportunity to share in worship at home. The teacher can help this situation by send-

ing a letter or by calling or visiting the parents to inform them of their opportunity for family worships which center about the child's lesson material.

Again, there are filmstrips available which can help you make these Bible characters real to the juniors. They are "*The Story of Ruth*" (a black and white filmstrip produced by J. Arthur Rank) and "*Samuel, the Temple Boy*" (a color filmstrip produced by S. V. E.).

These are the pictures from the Christian Growth Series picture sets which can accompany this unit:

Primary II—(Ruth)

Primary II-15 (Family Life in Canaan)

Primary I-9, 10 (Family Life Today)

Primary III-18 (Family Life Today)

Unit C

Unit C is titled "National Life in Canaan." The chief characters of these lessons are Kings Saul, David, and Solomon. As the juniors learn this part of Hebrew history, we aim to help them realize that rulers and the people must work together according to God's laws if they are to build a nation that will endure. Also, we want each individual junior to become

more loyal to his own country and to be a good citizen.

The color filmstrip produced by Concordia, "*Solomon, King of Israel*," may be used with lesson 11 if you have facilities for showing it. Two pictures, from the above mentioned sets, Primary I-11 (David, the Shepherd) and Beginners I-8 (Solomon in his temple) may be used with Unit C.

The Climax

During this unit the quarter's ongoing projects for retelling the story and the Family Worship Book will approach a climax. This climax comes in lesson 12, the Christmas lesson. In the City of David, Christ was born.

This event need not be added to the ongoing project. Rather, it may be the basis for a meaningful Christmas program in the Junior Department. A pageant or other dramatization can be given of the Christmas Story. The story on pages 70 and 71 of the Study Books can be the basis. It may be read by a junior and the scenes can be intermittently portrayed by other children. The first two scenes may depict Ruth and David—both near the city of Bethlehem, but at different times. Then the Christmas scenes may be portrayed. Christmas carols may be

selected, too, and sung where they fit into the story.

Lesson 13 is a review lesson. This is the time to bring to a satisfactory conclusion all the projects that have been developed. Also, this is the time for sharing them. Representatives of each committee will show and explain their productions. Other classes and even other departments of children may be invited to see them, too.

Culminating activities of quarters such as this one can well be repeated to larger audiences. There may be a Church School Fellowship night every quarter when the entire families are invited. These projects then can be either displayed or shown as a part of the program.

There can be a wonderful adventure ahead for us as we teach "*Conquerors, Settlers, and Kings*." As we procede, may we too be true "*Conquerors for God*," overcoming the competitive forces of our homes, churches and communities and destroying the traditions which tend to hold us back. Let us become aware of new possibilities for nurturing the Christian growth of today's juniors. Then may they and we, together, become the conquerors God is calling and training to fight the evils of today's society.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate II, First Quarter

What's in the Old Testament? Adam to Samuel

By ERNESTINE SANDEN

There are two principle aims for this study. They form the basic outline for the quarter's work.

1. To assist the intermediate to increase his knowledge of the Old Testament from Adam to Samuel, and particularly to deepen his understanding of the unfolding plan of salvation revealed in the line of promise and prophecy.
2. To help the intermediate to grow in his appreciation of God's love for him and the benefits which are his in Jesus Christ.

Each lesson has two specific aims, one of which emphasizes the Bible facts. The other seeks to help the young people to apply the truths found in this Old Testament study to their own lives and the problems of the world in which they live.

In order to guide this study effectively, each teacher will need to review the Bible facts involved in this quarter's study. This review could begin at least a month be-

fore the quarter opens. Such a review and study may be approached in a two-fold manner:

1. Each teacher could use this material as the basis for a daily Bible study. The other members of the family could join in this study.
2. The teachers of the intermediate department could come together weekly to share the facts and inspiration of their personal and family studies. The three units of the quarter would make excellent weekly divisions for such a weekly sharing session.

First Week: The Book of Genesis

Second Week: Moses — The books of Exodus, Leviticus, Numbers, and Deuteronomy

Third Week: Joshua to Samuel — The books of Joshua, Ruth, and 1 Samuel 1-8

Fourth Week: A review of the entire study with the making of plans for teaching of Unit A.

For Study

The following materials would be helpful in this study:

Old Testament Commentary—
Edited by Alleman and Flack,
\$6.00

The Old Testament—A Study
by Alleman, the Pupil's Text,
\$1.75

The Story of the Old Testament by William H. Cooper, the
Pupil's Text, \$.65

What's in the Old Testament?
—an article by Gerhard H. Doermann in the Church School
Teacher, October 1948

Chief Aim

The atlas, maps, books, and filmstrips suggested in this article for class use will be of help, too.

Historical facts are important, but the chief aim of the teacher's study and that in which he leads his pupils is that all may grow in appreciation of God's love and the benefits which are theirs in Jesus Christ. The teacher who recognizes God as the author and perfecter of his faith possesses one of the chief qualifications for both the study and the teaching of this material.

In this spirit he will be able to identify himself with his pupils as fellow believers. The class will

become a fellowship in which teacher and pupils together are seeking to know God's will through a prayerful study of His Word.

God's Answer

In God's answer to the problems of Old Testament times are seen His answer to today's dilemma. Each lesson gives opportunity for thoughtful discussion of timely questions and problems. The Study Book and the Teacher's Guide suggest such application and the intermediate pupils are quick to recognize and present them. From these discussions will come vital subjects for prayer.

Nothing can do more to develop emotional stability than prayer. Prayer for guidance, strength, and courage to achieve the will of God in all of life. Teacher and pupil will experience the vital meaning of Christianity in answered prayer. Nothing in life or death can destroy such a fellowship with God.

How marvelously simple is our Lord's way of teaching!

1. Find in every lesson something which applies to life today.
2. Discuss this life problem with the class in the light of the Bible text.
3. Guide the class to make the problem a subject of prayer.

W. M. S. Material

For this type of teaching, the session study material prepared by the Women's Missionary Society for use in the Intermediate department will be helpful. The theme of this material is *The World's Need—Christ*. The pupils will enjoy the activities which are suggested to be used with this quarter's study. Order *Christian Growth Through Sharing*, Intermediate II from The Women's Missionary Society Headquarters, 339 Pine Grove Avenue, Chicago 8, Illinois.

Excellent map study is suggested in the Teacher's Guide. The class and teacher will need a good atlas to the Bible and a set of wall maps. We suggest:

Westminster Historical Atlas of the Bible—Edited by George Ernest Wright and Floyd V. Filson, \$6.00

Westminster Wall Maps, six maps 30x23½, each \$2.50, in sets of 6 with tripod, \$17.50; without tripod, \$12.50

Both pupils and teacher will profit if the following books are accessible:

The Revised Standard Version of the Bible—at least one copy for each class. It will be very helpful in clarifying the meaning of the text of other versions.

The Heart of the Bible—a Bible history by Nordgren, \$1.50.

Pocket Bible Handbook by Halley, \$2.00

The One Story by Hulda Neibuhr, \$2.50

The Bible Story for Boys and Girls, Old Testament by Walter Russell Bowie, \$3.50

(All the above listed maps and books are available from the Augustana Book Concern.)

There are also a number of filmstrips which could be used during this quarter. We suggest their use at other than the Sunday School meeting of Intermediates. The leaders of the Junior High or Confirmation League may welcome the list of suggested filmstrips for use during this quarter:

Creation from the Apostles' Creed Visualized, colored, purchase price, \$10.00

Abraham's Faith by Church Craft, black and white, purchase price, \$3.00

Life of Joseph by Cathedral, set of 5 strips, color-purchase price, \$22.50; black and white-purchase price, \$12.50

Life of Moses by Cathedral, set of 5 strips, color, purchase price, \$31.50

The Ten Commandments Visualized, set of 10 strips, \$20.00 (Sold in sets only)

The Augustana Audio-Visual Service, 2445 Park Avenue, Min-

neapolis 4, Minnesota recommends the purchase of all filmstrips. This Service and the Augustana Book Concern will be happy to serve you in these purchases.

Write It In Your Heart

It is not difficult, as a rule, to learn to know a child individually, if one is willing to make the effort. But in classrooms we often reduce all children to the same common denominator. Sunday school children all fill seats and hold books. What is needed is to encourage each child to express himself. It may help to jot down information about a child on a card, but it is better to write down something significant about him in your heart.

From "Growth of a Christian"
by George B. Arbaugh, from the
Leadership Education Series.

cleanings

By AXEL V. BECKMAN

Prayer Room at Capitol

For the first time in its 154-year history, the Capitol Building in Washington will have a room set aside for prayer for those members of Congress "who seek help from that Power outside themselves," Moody Monthly reports. Placed approximately equidistant from the floor of the House and the Senate, the room will not be open for formal worship services or assemblies. The decision to establish the room was unanimously voted in both the House and the Senate, and, it would seem, reflects the general national tendency toward a deeper feeling of dependence upon God.

Protestant Schools Re-opened

A few months ago, this column reported the closing of several Protestant schools in Colombia. We can now report that, by order of President Gustavo Rojas Pila, that action has been reversed and the schools have been re-opened. According to a ruling by the Interior Ministry, however, Protestant missionaries are barred from performing any public missionary or educational work in Catholic mission territories, and

must limit their work to the children of non-Catholic foreigners.

Haile Selassie's Faith

During his recent visit to the United States, the emperor of Ethiopia is reported to have expressed his faith in these words: "I know I am saved, not by anything that is character or the works of the human heart, but by the blood of Jesus Christ alone."

100,000,000 Pounds of Relief

According to the News Bureau of the National Lutheran Council, Bernard A. Confer, executive secretary of the Council's material aid agency, has announced the passing of the 100,000,000 pound mark of Lutheran World Relief goods on Friday, July 9. The relief supplies, shipped since the agency's founding in 1945, has included clothing, food, medicine and other supplies, and has been valued at nearly \$35,000,000. Refugees and other needy in 26 overseas countries have shared in the goods. In making his announcements, Mr. Confer stated that "through these first 100,000,000 pounds the Lutherans of America have made possible a strong witness for Jesus

Christ in heathen as well as Christian lands," and urged that they should "make increasingly plain that the spirit of the Good Samaritan is at work in our hearts."

Difficulties in East Germany

The NLC News Bureau also reports that a "senior Berlin Protestant church official" has complained of worsening conditions between the Evangelical Church and the Communist government in East Germany. The informant, who preferred not to be identified, stated that the government has recently "used everything short of force to hinder the activities of pastors and to render their work more difficult."

Among other things, secret police have been making their appearance at the services and taking notes on the sermons, which, it is said "intimidates the pastors and frightens churchgoers and lessens attendance at services."

While the East German constitution prohibits the government from disturbing Church activities attended by young people, the authorities are emphasizing that only Bible reading, prayer and hymn singing are considered Church activities, and anything beyond that must be carried on within the Communist youth movement.

Quoting the Free Europe Press, the News Bureau also reports great concern on the part of the informant over the fate of Protestant clergymen who were released from Communist prisons last summer after having served terms for political "crimes." At the time of their release it was stated that they were never again to hold public office, which a pastorate is considered to be under German State Church law. Most of the released pastors are again serving congregations, and will probably be charged with holding public office in violation of the ruling if and when the government renews its fight against the Protestant Church.

The International Journal of Religious Education reports that for the first time, the evangelical churches of Latin America will have "a complete, indigenous Sunday School curriculum, initiated and developed in the Spanish speaking countries."

Supported in the main by financial contributions from the mission boards of the churches affiliated with NCCCUSA, the project has however, also received aid from children in U. S. churches who have contributed to special offerings on its behalf.

Four years were spent in the

development of the curriculum, which is now being initiated into the churches by Latin America of WCCUSA. Training conferences are being held for Latin American church school teachers, here, with the help of visual-

aids, they may learn how to use the new graded lessons.

The lessons will be used in all Latin American countries with the exception of Brazil, in which country a curriculum in Portuguese is even now being planned.

Psalm

As a very high mountain art Thou, O Lord.

Thy head is lifted above the clouds,

And over it the stars shine as a crown.

From the snows that lie on Thy lofty slopes

Thy blessings, like rivers flowing,

Reach down into the foothills and the valleys.

Although at times Thy highest peak cannot be seen,

The rivers and the strong fingers of Thy lowest hills

Remind us that Thou art ever there.

No atom bomb can ever move Thee;

No plane or jet fly over Thee.

Yet upon the uppermost crest

Of all Thy holy mountain

The dove doth set the sole of his foot.

O Lord, holy and majestic art Thou!

ROBERT DOLF

The Value of Being Present

By W. G. MONTGOMERY

As teachers in the church school, I fear that some of us often forget the most important thing about our teaching, namely that of being there.

It was a good many years ago in Southern Indiana when the trustees of a country school were looking for a teacher. There were no standard qualifications for teaching in public schools in those days, and examinations were only occasional and mostly oral.

Now, a young married man had moved into that community, had cleared some land, planted and gathered a crop of corn, and during the time, had met his neighbors and made many friends. His education was limited, but his neighbors liked him, and they believed he might be able to get a certificate and teach their school.

The Question

He was reluctant to undertake it, but was finally persuaded to take an examination, which was given especially for him. So, at the appointed time and place, he was there ready to do his best. Among several questions asked, was this one, "What preparation have you made for teaching?"

Well, he racked his brain over

that question. Really, he had made no special preparation for teaching, and what education he had was only of a general kind. But the question had to be answered in some way, and being unable to think of a better answer, he replied: "I've got all my corn in, and my wood is cut."

Important Suggestion

While that answer may appear amusing to you and me today. I do think it contains an important suggestion for all present day church school teachers. That young man had put all outside chores out of his way. If he did lack a lot in knowledge and technique, one thing was certain, he could at least give all his time to teaching.

He had put the major hindrance out of his way. "All his corn was in and his wood was cut." The school would have all of his time that was needed. And that was important.

Now, I wonder if this isn't about the first and best preparation a church school teacher can make. Getting rid of outside interests before Sunday is a big part of preparation. Because, it makes no difference how much a teacher

Now, he cannot teach his class unless he is there.

I have known classes to disintegrate and go to pieces because of the divided interests of teachers. The least a teacher can do, I think, and also the most important is to see to it that the corn is in and the wood is cut before Sunday comes. Given a general knowledge and an average knack for teaching, I can think of no other qualification more important than that of being on time and meeting the class regularly.

Too Much Left

For example, I know a teacher of an adult class who is highly qualified. He is actually brilliant, clean in his life and consecrated. There's not a blot on his character. But he has so many things to do on Sunday mornings, so he says, that he is never on time, and too often misses coming altogether. And this class is today, as I observe, slowly breaking up, and all because this highly competent teacher finds each Sunday morning that his corn is not in and his wood is uncut. Too many things left for Sunday morning which might have been done just as easily during the week.

Now, I'm sure that all teachers will agree that we need to prepare our lessons as thoroughly as possible. We want to be able to stimu-

late a discussion of the lessons from every possible angle so as to get everything out of them we can. This will create and hold interest.

Personally, I believe in the best mental and spiritual preparation that's possible for us to make before attempting to teach a lesson or a class. We owe this much to the class we teach. But there is something else we own, and a debt too, that some of us often seem to forget.

Our Debt

We owe it to our class to be present and on time each Sunday morning, and if we cannot be there to have someone else there to take our place.

When we fail to meet our class, both of us lose. The class loses the information the teacher could give, and which would help that class to a better understanding of life, and to the solution of its own problems. And, the teacher loses contacts with his students which, in my own case at least, are always helpful.

I feel, that in teaching a class, I invariably get more than I give. It's true that I may know more about some things than my class does. I would have to in order to teach. But it's also true that I can learn many things from members of my class. Teaching a class is

like taking a course of study in many things at the same time.

So, then, I would say that the values in teaching are two-fold.

Mutually Helped

By being present with a well prepared lesson he helps the class, and he is helped by the class. I feel that so far as I myself am concerned, I know of nothing else I could give that same amount of time to which would bring me greater benefits. Not only then is teaching a class a privilege and pleasure, but it is also the source of profit such as one could not realize elsewhere during the same length of time. How often, can a teacher afford for his own sake, not to be present and on time with such an opportunity to do himself and others good?

How can he afford for his own sake not to have his corn in and wood cut when Sunday morning comes?

One of our major weaknesses in teaching, I think, is just here. The fact that some teachers find so many things to do on Sunday

mornings that they are nearly always late or absent altogether. I may not have that certain knack for teaching that some other possess; and I may not be as well educated or informed as some other teachers I know, but there's one thing I can do: I can have my corn in and my wood cut when Sunday comes. And my class can have all of what I am.

I was amused at the answer of that young farmer in Southern Indiana when the examiner asked, "What preparation have you made for teaching?" But thinking on it I found his answer highly suggestive to all of us in this modern day. This young man probably didn't know much about pedagogy or psychology and the fine art of teaching. And, he probably didn't know much about the subjects he would have to teach. But one thing he had done: he had cleared everything out of his way that might hinder his efforts. His corn was in and his wood was cut. When we do that much as teachers we are already well started in our work.